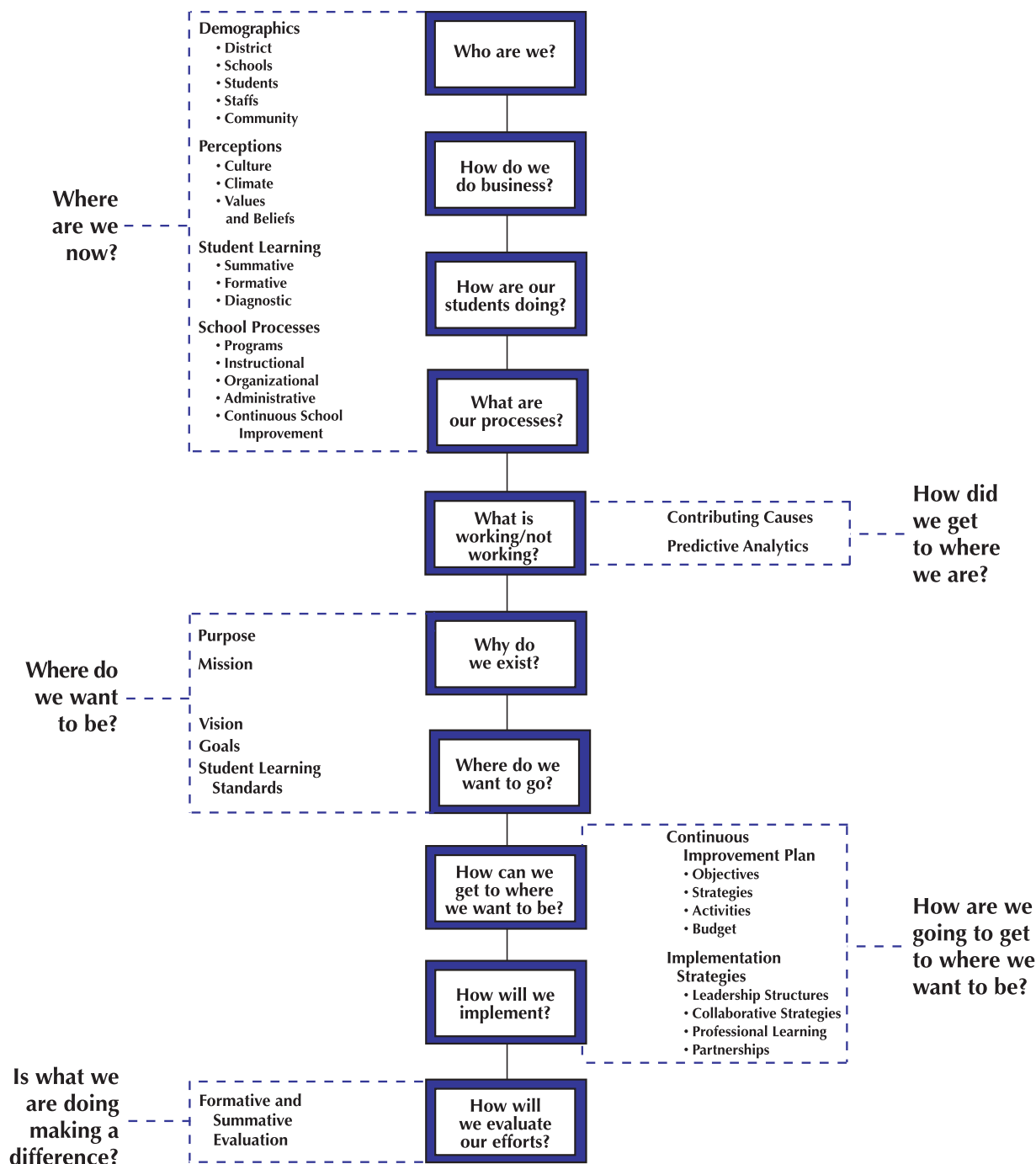
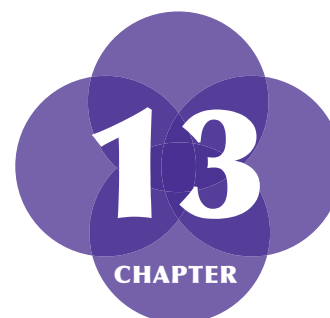


# CONTINUOUS SCHOOL IMPROVEMENT TIMELINE: MAKING TIME TO DO THE WORK



*In the beginning you think. In the end you act.*

*In-between you negotiate the possibilities.*

*Some people move from complexity to simplicity and on into catastrophe. Others move from simplicity to complexity and onward into full-scale confusion. Simplification makes action possible in the face of overwhelming complexity. It also increases the odds of being wrong. The trick is to let a sense of simplicity inform our thinking, a sense of complexity inform our actions, and a sense of humility inform our judgments.*

Michael Quinn Patten

Author and Evaluation Thought Leader

*To systemically improve, a school must do all the hard work of gathering and analyzing data, getting all staff on board to create a shared vision, develop empowering structures to implement the vision and effectively use data, and to continually monitor and improve.*

To systemically improve, a school must do all the hard work of gathering and analyzing data, getting all staff on board to create a shared vision, develop empowering structures to implement the vision and effectively use data, and to continually monitor and improve—all those components spelled out in the continuous school improvement framework.

Cutting out parts of the continuous school improvement framework is really not an option if you want systemic results. However, the process can be simplified by understanding who needs to be involved with components of the process, and when. This chapter is devoted to pulling together all the pieces of continuous school improvement in a timeline that spells out what needs to be done, when, and by whom, as well as the tools that are available for you to use to do the work. (See Appendix T for the *Timeline for Continuous School Improvement Work*.)

*Cutting out parts of the continuous school improvement framework is really not an option if you want systemic results*

## THE TIMELINE

Developing a timeline for continuous school improvement implementation isn't just about the time, it's about determining how to:

- ◆ Convey knowledge and information so staff members know why they are doing the work.
- ◆ Utilize a formal framework to align efforts.
- ◆ Effectively use data, schoolwide, and in classrooms.
- ◆ Get organizational structures in place to support the work.
- ◆ Allocate time to accomplish the work.

Schools need to understand where they are right now to know how they are getting the results they are getting, so processes can be improved to get even better results. All staff members need to review schoolwide data. However, not all staff members need to be involved in gathering and organizing the data. Perhaps a data team can be assigned to organize the data to be reviewed by all staff. If a shared vision does not exist, staff must gather together and create one.

The following is a discussion about how the work of continuous school improvement and comprehensive data analysis can be completed the first time. Start wherever you are, with what you have, and move forward.

### Before the School Year Begins

We recommend starting the process by organizing the school's data into graphs and a data profile before the school year begins so staff members can review the data to set the context for the school year, and so they can create plans for continuous school improvement during the year.

Long before the first staff meeting, where the data will be reviewed and analyzed, assign a Data Leadership Team (see Chapter 11) to pull together a data profile that summarizes the schoolwide data currently available. The Data Leadership Team needs to use rules for getting the data consistent with the needs of the data systems they will be using. Data most available are demographic and student learning data. Five years of these data are preferred, but not necessary to begin. Summer usually is a good time to do this work, perhaps in Institute format, so the Data Leadership Team can learn the overall framework and work together to organize the rest of the year. In addition to the schoolwide data profile, have the data teams "re-roster" individual student learning data over time by current teachers' classrooms. In other words, create a report of previous scores for this year's class lists. (Use the *Data Inventories*, Appendix B, and *Case Study*, Appendix F, to guide the data collection and graphing work.) Figure 13.1 summarizes the when, who, what, tools, data sources, and artifacts for *Before School Begins*.

*Schools need to understand where they are right now to know how they are getting the results they are getting, so processes can be improved to get even better results.*

*Long before the first staff meeting, where the data will be reviewed and analyzed, assign a Data Leadership Team to pull together a data profile that summarizes the schoolwide data currently available.*

**Figure 13.1**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**BEFORE SCHOOL BEGINS**

| WHEN                         | WHO   | WHAT  | TOOLS  | DATA SOURCES   | ARTIFACTS  |
|------------------------------|---|---|--|--|--|
| <b>Before School Begins.</b> | <i>Data Leadership Team. (AKA Data Team.)</i> | <p><i>Create Data Leadership Team:</i> At minimum, data leadership team will be responsible for making sure appropriate data reports are available for teachers in a timely fashion. Team members will ensure that teachers in grade-level/subject-matter teams understand how to analyze data and can target instruction based on the data.</p> <p><i>Provide data team training:</i> Data analysis and continuous school improvement (CSI) overview.</p> <p><i>Case study:</i> Practice analyzing schoolwide data and see what it looks like when a school is doing the work and using it for continuous school improvement planning. Model how to do the work with staff.</p> <p><i>Analyze data:</i> Pull together longitudinal demographic and student learning data for your school. Should be able to get these from your State Longitudinal Data System (SLDS). Add, and plan to add, additional data.</p> <p><i>Analyze school data and detail observations about next steps:</i> Analyze the school's demographic and student learning data, along with any process and questionnaire data the school might have.</p> <p><i>Inventory</i> the school's data, assessments, and programs.</p> <p><i>Re-roster individual student learning data</i> overtime by current teachers' classrooms, or plan to have grade-level/subject-area teams do this before school starts.</p> <p><i>Create a plan</i> to review data and assess on the <i>Continuous Improvement Continuums</i> with staff.</p> <p><i>Create a plan</i> to complete this work during the school year.</p> | <p><i>Data Leadership Team.</i></p> <p>Overview of continuous school improvement and data analysis in book.</p> <p><i>Case Study.</i></p> <p><i>Analyzing Data for Continuous School Improvement Planning.</i></p> <p>Introduction to the data tools and how to use them.</p> <p>Inventories.</p> <p><i>Timeline for Continuous School Improvement Work.</i></p> | <p>School assessment databases.</p> <p>Student information system.</p> <p>State Longitudinal Data System.</p> <p>School databases.</p> | <p>Identification of members, clarification of roles and responsibilities.</p> <p>The beginning of a data profile for the school.</p> <p>A plan to analyze schoolwide data with staff.</p> <p>Inventories of the school's data, assessments, and programs.</p> <p>A plan to help staff analyze student learning data during the school year.</p> <p>A plan to schedule continuous school improvement work during the year.</p> |

### As School Begins

The Data Leadership Team can organize and then facilitate a whole-staff meeting to provide an overview of the *Continuous School Improvement Framework* and comprehensive data analysis, and to have staff analyze the schoolwide data in the data profile. Figure 13.2 summarizes the when, who, what, tools, data sources, and artifacts for *As School Begins*. Use *Data Analysis for Continuous School Improvement*, Third Edition, Chapter 2, to prepare the overview and *Analyzing Data for Continuous School Improvement*, Appendix H, to complete a comprehensive analysis of

strengths, challenges, and implications for the school improvement plan. If there is a chance staff members will be jumping to solutions as they are analyzing the data instead of just recording strengths and challenges, or if it is determined that staff need to practice analyzing an objective set of data, use the case study to practice on a data set that is not theirs. (*Case Study*, Appendices F and G.)

After reviewing the data, use the *Problem-Solving Cycle* (Appendix I) to understand the contributing causes of undesirable results. You might wish to divide staff into groups to tackle multiple challenges. It is important that the groups share with the whole staff.

From the comprehensive data analysis and problem-solve cycle, determine—

- ◆ new strategies to get different results and to meet the needs of *all* students.
- ◆ implications for the continuous school improvement plan and professional learning for the year.
- ◆ what new instructional and assessment strategies staff must learn.
- ◆ time to learn new concepts.

*After reviewing the data, use the Problem-Solving Cycle to understand the contributing causes of undesirable results.*

**Figure 13.2**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**AS SCHOOL BEGINS**

| WHEN              | WHO           | WHAT  | TOOLS   | DATA SOURCES  | ARTIFACTS   |
|-------------------|---------------|---|---|---|---|
| As School Begins. | Entire staff. | <p><i>Data team facilitates, with staff, the analysis of the school's data.</i></p> <ul style="list-style-type: none"> <li>• Provide overview of continuous school improvement and comprehensive data analysis:               <ul style="list-style-type: none"> <li>* Five essential questions.</li> <li>* Four types of data.</li> </ul> </li> <li>• Analyze schoolwide results, over time (3 to 5 years):               <ul style="list-style-type: none"> <li>* What are our strengths, challenges, implications for the continuous school improvement plan, and what other data should we be gathering and analyzing?</li> <li>* How is our student population changing?</li> <li>* What/where did we do well?</li> <li>* What/where did we not do well?</li> <li>* Use contributing cause, prediction, and optimization analyses, to understand how school is getting undesirable results, and to consider how to get different results.</li> </ul> </li> <li>• Determine—               <ul style="list-style-type: none"> <li>* new strategies to get different results and to meet the needs of all students.</li> <li>* implications for the continuous school improvement plan and professional learning for the year.</li> <li>* what new instructional and assessment strategies staff must learn.</li> <li>* time to learn new concepts.</li> </ul> </li> </ul> | <p><i>Continuous School Improvement Framework.</i></p> <p><i>Multiple Measures</i> chapter.</p> <p><i>Analyzing Data for Continuous School Improvement Planning.</i></p> <p><i>Problem-Solving Cycle.</i></p> | <p>Data profile (created in the summer).</p> <p>State Longitudinal Data System.</p> <p>Assessment database application.</p> | <p>Data profile completed.</p> <p>The consensus analysis of the school's data.</p> <p><i>Problem-Solving Cycle.</i></p> <p>Prediction and optimization analyses (if available).</p> |

**Figure 13.2 (Continued)**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**AS SCHOOL BEGINS**

| WHEN              | WHO           | WHAT  | TOOLS   | DATA SOURCES  | ARTIFACTS   |
|-------------------|---------------|---|---|---|---|
| As School Begins. | Entire staff. | <ul style="list-style-type: none"> <li>Set up Professional Learning Communities/Data Team/Leadership Teams/Grade-Level/Subject Area Teams.</li> <li>Grade-level/subject-area breakouts:               <ul style="list-style-type: none"> <li>* What concepts and skills do students need to know. Agree on essential standards to teach, when.</li> <li>* What do we want students to know and be able to do this year, quarter, month, week? (Review core curriculum standards and update curriculum maps.)</li> <li>* How will we know that students know these concepts and skills?</li> <li>* Create common post-assessments.</li> <li>* Adopt timelines for giving assessments throughout the year.</li> <li>* Determine which instructional strategies will make a difference.</li> <li>* Establish plan/flowchart for what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills.</li> <li>* Determine times, strategies, and roles and responsibilities for grade-level/subject-area work during the year.</li> </ul> </li> <li>Discuss grade-level/subject-area breakout work with full staff for cross-grade-level congruence.</li> <li>Reinforce intentions of programs and interventions, how they are to be implemented, and the results expected.</li> <li>Create flowcharts of processes expected to be used.</li> <li>Assess on <i>Continuous Improvement Continuums</i>.</li> <li>Look across the implications for the continuous school improvement plan that come from the data analysis work and <i>Continuous Improvement Continuum</i> assessment.</li> </ul> | <i>Leadership Structure.</i><br><i>Inventory.</i><br><i>Measuring a Program or Process.</i><br><i>Flowcharting School Processes.</i><br><i>Continuous Improvement Continuums Self-Assessment.</i><br><i>Analyzing Data for Continuous Improvement Planning.</i> | State Longitudinal Data System.<br>Assessment database application. | Professional Learning Community/Data/Leadership Team Structure, including roles and responsibilities.<br>Inventories of school programs and assessments.<br>Flowcharts that show how standards will be implemented, and what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills.<br>Plan for teams to review their students' data throughout the year.<br><i>Continuous Improvement Continuums</i> assessment.<br>Data analysis results with aggregated implications for the continuous school improvement plan. |

*Determine how teachers will work, in teams, with classroom and student level data, during the school year.*

Determine how teachers will work, in teams, with classroom and student level data, during the school year. Have them meet to review student learning results for their grade levels and subject areas, and individual students, over time, and begin working on next steps, such as:

- ◆ Determine what concepts and skills students need to know.
- ◆ Agree on essential learning standards to teach, and when.
- ◆ What do we want students to know and be able to do this year, quarter, month, week? (Review core curriculum standards and update curriculum maps.)

- ◆ How will we know that students know these concepts and skills?
- ◆ Create common post-assessments, including timeline for giving assessments during the year.
- ◆ Determine which instructional strategies will make a difference.
- ◆ Establish plan/flowchart for what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills. (*Flowcharting School Processes*, Appendix E.)
- ◆ Determine times, strategies, and roles and responsibilities for grade-level/subject-area work during the year.

While in the whole staff meeting:

- ◆ Discuss grade-level/subject-area breakout work for cross grade-level congruence.
- ◆ Reinforce intentions of programs and processes, how they are to be implemented, and the results expected. (*Measuring a Program or Process*, Appendix D.)
- ◆ Create flowcharts of processes expected to be used. (*Flowcharting School Processes*, Appendix E.)
- ◆ Assess on the *Education for the Future Continuous Improvement Continuums* to understand what staff members are thinking about where the school is on continuous school improvement, and to make plans for improvement. (See Appendix A, *Continuous Improvement Continuums Self-Assessment*.)
- ◆ Look across the implications that come from all the data analysis work for the school improvement plan. Determine new strategies to get different results to meet the needs of all students, and determine what has to go into the continuous school improvement plan for the year. (*Analyzing Data for Continuous School Improvement*, Appendix H.)
- ◆ Present the finished product, with recommended revisions for the continuous school improvement plan, to the full staff for approval and implementation.
- ◆ Determine when and how staff can continue to list programs and processes, their intended/desired results, and what each would look like, separate and together, if they were implemented with 100% integrity and fidelity. (See *Measuring a Program or Process*, Appendix D.)



## After School Begins

### Determine Questionnaires to Administer

*Sometime after the beginning of the school year, staff members need to agree on what questionnaires they would like to use to learn about student, staff, and parent perceptions.*

Sometime after the beginning of the school year, staff members need to agree on what questionnaires they would like to use to learn about student, staff, and parent perceptions. A small team, perhaps the Data Leadership Team, can do the research to determine what questionnaires are available to administer, or to design a questionnaire as a last resort, and how they will be administered. With staff approval, the questionnaire team can set up the details of administering the questionnaires. (*Designing Questionnaires*, Appendix C1.) Figure 13.3 summarizes the when, who, what, tools, data sources, and artifacts for questionnaire design to analysis and use.

**Figure 13.3**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**AFTER SCHOOL BEGINS**

| WHEN  | WHO  | WHAT   | TOOLS  | DATA SOURCES   | ARTIFACTS   |
|---|--|--|--|--|---|
| After School Begins.<br><i>Administer no earlier than a month into the school year.</i> | <i>Data Team.</i>                            | Determine questionnaires to administer to students, staff, and parents. Research existing, adapt, or create questionnaires.<br><br>Review with staff and approve to administer.                      | <i>Designing Questionnaires.</i>   | Research.  | Questionnaires to administer.   |
|   | <i>Staff.</i>                                | Administer staff school improvement questionnaires. (Staff meeting, 20 minutes.)   | Questionnaires.<br><i>Administering Questionnaires.</i>  | Questionnaire administration, analysis, presentation tool (online).<br><br>Questionnaire administration, analysis, presentation tool (online). | Questionnaire.  |
|   | <i>Students: Strategic administration.</i>   | Administer student school improvement questionnaires. (Organized class time, 20 minutes.)  | Questionnaires.<br><i>Administering Questionnaires.</i>  |  | Questionnaire.  |
|   | <i>Parent-Teacher Conference. In person.</i> | Administer parent school improvement questionnaires. (20 minutes.)   | Questionnaires.<br><i>Administering Questionnaires.</i><br><i>Analyzing Open-Ended Responses.</i>            |  | Questionnaire.  |
|   | <i>Data teams.</i>                           | Merge open-ended results.  |  |  |   |
|   | <i>Entire staff.</i>                         | Review/share questionnaire results, along with the data profile and analysis, and current assessment results.<br><br>Adjust continuous school improvement plan and vision to improve school climate. | <i>Analyzing Data for Continuous School Improvement Planning.</i><br><i>Analyzing Questionnaire Results.</i> |  | Questionnaire analysis, with other data.<br><br>Adjustments to the school improvement plan. |



### *Administering Questionnaires*

We recommend administering the staff questionnaire first so staff members can see what the questionnaires are like to take and so they can determine how to administer the questionnaires to students quickly and easily. If the staff questionnaire is administered in a staff meeting, you can get one hundred percent responses in less than thirty minutes. Administer the student questionnaires during organized school time for as close to a one hundred percent response rate as you can get. It is also recommended that the parent questionnaire be administered when most of the parents are in the school. In elementary schools and most middle schools, it is Parent-Teacher Conference time. That way, students can meet the parents at the door, take them to the questionnaire completion area, and then on to their conference when they have completed the questionnaire. The response rate will be high. (*Administering Questionnaires*, Appendix C2.)

*We recommend administering the staff questionnaire first so staff members can see what the questionnaires are like to take and so they can determine how to administer the questionnaires to students quickly and easily.*

### *Analyzing Questionnaires*

Hopefully the questionnaires are administered online with a program that automatically analyzes the results. The questionnaire team will need to analyze the open-ended results, however. (*Analyzing Questionnaires*, Appendix C3 and C4.)

The questionnaire team can set-up and facilitate the review of the questionnaire results with the entire staff. Adjust the continuous school improvement plan and vision, as needed, to improve school climate. (*Presenting and Using Questionnaire Results*, Appendix C5.)

*Hopefully the questionnaires are administered online with a program that automatically analyzes the results.*

### *On-Going*

At the beginning of the year, semester, unit teachers, in their collaborative teams, will want to establish goals, administer post-assessments as pre-assessments, and review what they want students to know and be able to do. Figure 13.4 summarizes the when, who, what, tools, data sources, and artifacts for this on-going team work.

Throughout the semester, teachers will—

- ◆ Monitor student progress.
- ◆ Review results in collaborative teams.
- ◆ Determine how to support students who are not proficient, and students who are proficient in specific skills.
- ◆ In teacher teams, review grade-level/subject-area results.
- ◆ Determine how teachers will support each other.
- ◆ Establish goals for the year, quarter, month, unit.
- ◆ Review/update curriculum maps.
- ◆ Ensure the implementation of the vision.

*At the beginning of the year, semester, unit, teachers, in their collaborative teams, will want to establish goals, administer post-assessments as pre-assessments, and review what they want students to know and be able to do.*

**Figure 13.4**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**ON-GOING**

| WHEN      | WHO                                     | WHAT  | TOOLS   | DATA SOURCES  | ARTIFACTS  |
|-----------|---|---|---|---|--|
| On-going. | <i>Teachers.</i>                        | <ul style="list-style-type: none"> <li>At the beginning of the year, semester, unit, teachers, in their collaborative teams will want to establish goals, administer post-assessments as pre assessments, review what they want students to know and be able to do.</li> <li>Throughout the semester, teachers will—               <ul style="list-style-type: none"> <li>* Monitor student progress.</li> <li>* Review results in collaborative teams.</li> <li>* Determine how to support students who are not proficient, and students who are proficient in specific skills.</li> </ul> </li> </ul> | <i>Flowcharting School Processes. Analyzing Student Learning Data.</i>  | Data profile. State Longitudinal Data System. Assessment databases.                 | Pre-assessments of standards knowledge and skills.<br><br>Flowcharts that show what teachers will do when students do not know the concepts and do not have the skills, and what teachers will do when students know the concepts and have the skills. |
|           | <i>Data team.</i>                       | <ul style="list-style-type: none"> <li>Assist teachers in analyzing student and classroom level data.</li> <li>Make sure appropriate reports are available to teachers.</li> </ul>  | <i>Analyzing Student Learning Data.</i>   | Assessment database application.  | Assessment reports.  |
|           | <i>Grade-level/ subject-area teams.</i> | <ul style="list-style-type: none"> <li>Review/share grade-level/subject-area results.</li> <li>Determine how teachers will support each other.</li> <li>Establish goals for the year, quarter, month, unit.</li> <li>Review/update curriculum maps.</li> <li>Ensure the implementation of programs/vision.</li> </ul>   | <i>Analyzing Student Learning Data.</i><br><br>Strategies for teachers to support each other.<br><br><i>Communication Protocol.</i>         | Data profile. Data warehouse/ State Longitudinal Data System. Assessment databases. | Student achievement results graphed by teachers, students, grade-level/subject-area/leadership teams/school.<br><br>Analysis of student learning results by grade levels and across grade levels.  |
|           | <i>School Leadership Team.</i>          | <ul style="list-style-type: none"> <li>Review/share grade-level/subject-area results and teachers' plans to ensure instructional congruence.</li> <li>Discuss adjustments required with grade-level/subject-area teams.</li> <li>Reinforce with staff the intentions of programs and interventions, how they are to be implemented, and the results expected.</li> </ul>  | <i>Analyzing Student Learning Data.</i><br><br>Strategies for teachers to support each other.<br><br><i>Measuring a Program or Process.</i> | Data profile. Data warehouse/ State Longitudinal Data System. Assessment databases. | Plan to ensure instructional coherence.<br><br>Evidence of instructional coherence.  |

During this time, the Data Leadership Team will make sure appropriate reports are available to the teachers, and assist teachers in analyzing student and classroom level data.

School Leadership Teams will—

- ◆ Review grade-level/subject-area results and teachers' plans to ensure instructional congruence. Discuss needed adjustments with grade-level/subject-area teams.
- ◆ Reinforce with staff intentions of programs and processes, how they are to be implemented, and the results expected.

## Professional Learning Days and Meetings

During a professional learning day, with the entire staff, create or revisit the school mission and vision. (Use Appendix J, *Creating a Shared Vision* and *Creating a Shared Vision Guide* to support the work.) Figure 13.5 summarizes the when, who, what, tools, data sources, and artifacts for on-going professional learning days and meetings. During a visioning professional learning day, staff need to come to agreement on—

- ◆ Core values and beliefs.
- ◆ Purpose and mission.
- ◆ Shared vision for curriculum, instruction, assessment, and environment.
- ◆ School goals.
- ◆ A flowchart to show how to implement the vision.
- ◆ How the vision will be monitored and evaluated.
- ◆ Create/adopt monitoring/evaluation tools.

*During a professional learning day, with the entire staff, create or revisit the school mission and vision.*

## Spell out Program and Process Intentions

As a whole staff, or departments, or grade levels, depending on the programs:

- ◆ Spell out the intentions of each program/process, expected outcomes, and how the program/ process will be implemented and evaluated. (*Measuring a Program or Process*, Appendix D.)
- ◆ Create flowcharts for programs and processes to support implementation. (*Flowcharting School Processes*, Appendix E.)

## Create Leadership Teams

Create leadership teams to ensure the implementation of the vision. (*Leadership Structure*, Appendix N.)

- ◆ Determine roles and responsibilities, and dedicated meeting times.
- ◆ Establish a partnership plan to include parents, community, and business in achieving the vision. (*Creating Partnerships*, Appendix P.)

**Figure 13.5**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**PROFESSIONAL LEARNING DAYS AND MEETINGS**

| WHEN  | WHO                   | WHAT   | TOOLS  | DATA SOURCES  | ARTIFACTS  |
|---|-----------------------|--|--|---|--|
| Professional Learning Day.  | <i>Entire staff.</i>  | <ul style="list-style-type: none"> <li>• Revisit/create the school vision.               <ul style="list-style-type: none"> <li>* Values and beliefs.</li> <li>* Purpose and mission.</li> <li>* Shared vision for curriculum, instruction, assessment, and environment.</li> </ul> </li> <li>• Create flowchart for vision.</li> <li>• Determine how the vision will be monitored and evaluated.</li> <li>• Create monitoring/evaluation tools.</li> </ul>                      | <i>Creating a Shared Vision.</i><br><i>Flowcharting School Processes.</i><br><i>Monitoring Vision Implementation.</i><br>Assessment and Program Inventories. | Data profile.<br>State Longitudinal Data System.<br>Assessment tools. | Core values and beliefs, mission, vision for the school.<br>Flowchart of the vision.<br>Monitoring and evaluation plan for vision.<br>Updated inventory of assessments and programs. |
| Delegated or staff meeting.   | <i>Staff members.</i> | <ul style="list-style-type: none"> <li>• Spell out the intention of each program/process, expected outcomes, and how the program/process will be implemented and evaluated.</li> <li>• Create flowcharts for programs and processes to support implementation, within the context of the vision.</li> </ul>  | <i>Measuring a Program or Process.</i><br><i>Flowcharting School Processes.</i>  | Data profile.<br>State Longitudinal Data System.<br>Assessment tools. | Program intention and assessment plan established for programs.<br>Program flowcharts.   |
| Professional Learning Day, unless it can be done during the vision process. | <i>Entire staff.</i>  | Create structures to implement the vision. <ul style="list-style-type: none"> <li>• Review all the implications from the data.</li> <li>• Review purpose, mission, vision, and values and beliefs.</li> <li>• Revisit leadership structure.</li> <li>• Determine roles and responsibilities.</li> <li>• Establish a relationship plan to include parents, community, and business in achieving the vision.</li> <li>• Begin the school improvement plan for the year.</li> </ul> | <i>Leadership Structure.</i><br><i>Creating Partnerships.</i>  | Data profile.<br>State Longitudinal Data System.                      | Leadership structure.<br>Plan for building relationships, with parents, community, and business.   |

**Figure 13.5 (Continued)**  
**CONTINUOUS SCHOOL IMPROVEMENT AND DATA ANALYSIS TIMELINE**  
**PROFESSIONAL LEARNING DAYS AND MEETINGS**

| WHEN   | WHO   | WHAT   | TOOLS  | DATA SOURCES   | ARTIFACTS  |
|--|---|--|--|--|--|
| Create and Use a Continuous School Improvement Plan. | <i>Work with Leadership Team to create and bring back to staff.</i> | <ul style="list-style-type: none"> <li>• Create/update the continuous school improvement plan to implement the vision.</li> <li>• Determine goals, objectives, strategies, activities, measurement, persons responsible, timelines, and evaluation of the plan.</li> <li>• Get all staff committed to implementing the plan.</li> <li>• Develop professional learning calendar.</li> </ul> | <i>Continuous School Improvement Plan.</i><br><i>Professional Learning Calendar.</i> | Data profile.<br>State Longitudinal Data System.                                     | School improvement plan.<br>Professional learning calendar.      |
| On-going.  | <i>Leadership Team.</i>   | <ul style="list-style-type: none"> <li>• Assess the implementation of the vision and plan, and make adjustments to implement better.</li> </ul>  | <i>Evaluating a Continuous School Improvement Vision and Plan.</i>                   | Vision monitoring tool.  | On-going monitoring of the vision and plan reports and analysis. |
| End of Year.   | <i>Data team or data analysis personnel, with staff.</i>            | <ul style="list-style-type: none"> <li>• Review/share data results:</li> <li>• Clarify new learning required for all teachers over the summer.</li> <li>• Determine changes required in the vision and plan.</li> </ul>  | <i>Analyzing Data for Continuous School Improvement Planning.</i>                    | Data profile.<br>State Longitudinal Data System.<br>Assessment database application. | Analysis of data and analysis of changes required.               |

### **Create Continuous School Improvement Plan**

Create/update the continuous school improvement plan (*Continuous School Improvement Plan*, Appendix L) to implement the vision. The Leadership Team, or an assigned Planning Team, should do this work and bring it back to the entire staff:

- ◆ Determine objectives, strategies, activities, measurement, persons responsible, timelines, and evaluation of the plan.
- ◆ Get all staff committed to implementing the plan.
- ◆ Get all staff to reflect on the impact of implementing the plan in their classrooms.
- ◆ Develop professional learning calendar. (*Professional Learning Calendar*, Appendix O.)

**Create/update the continuous school improvement plan to implement the vision.**

## On-Going During the School Year

Throughout the school year, the Leadership Team will work with Teacher Teams to monitor the implementation of the vision and plan. (*Monitoring Vision Implementation*, Appendix K; and *Monitoring the Implementation of the Plan*, Appendix M.)

## End of the School Year

Having the evaluation of the achievement of goals and the implementation of the vision already set up, a team, probably the Data Leadership Team, will analyze the data and present results to staff. (Chapter 13.)

During a staff meeting, staff will—

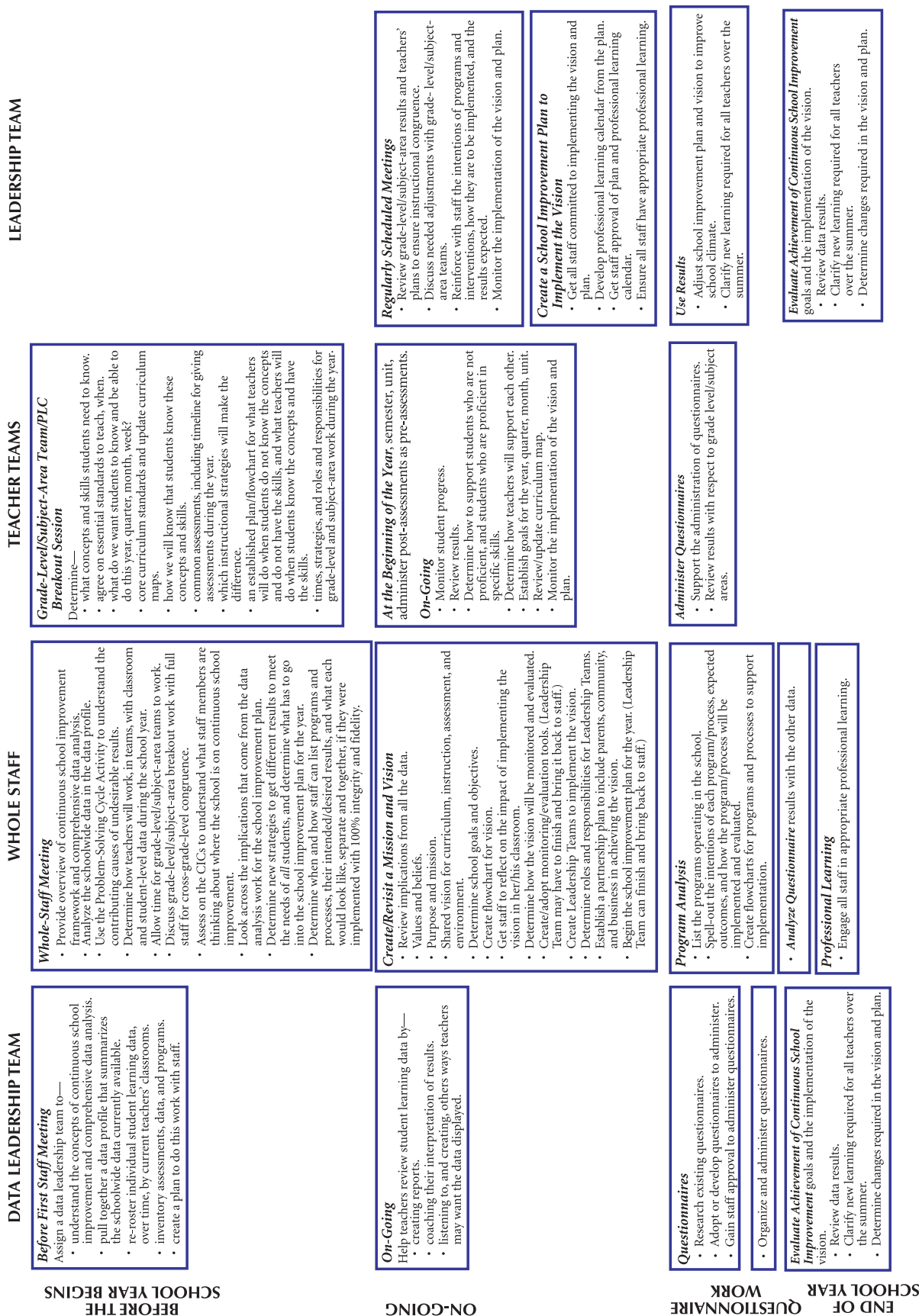
- ◆ Review data results.
- ◆ Clarify new learning required for all teachers over the summer.
- ◆ Determine changes required in the vision and plan.

## Abbreviated Timeline

While the complete timeline for continuous school improvement work can seem overwhelming, when staff get into the work, they will see it is logical and includes many things they are already doing. They will also see that much of the work can be delegated and presented to the whole staff, as opposed to the whole staff doing everything all the time. Figure 13.6 shows the tasks of the timeline, by who will do the work.

*While the complete timeline for continuous school improvement work can seem overwhelming, when staff get into the work, they will see it is logical and includes many things they are already doing.*

**Figure 13.6**  
**TIMELINE FOR CONTINUOUS SCHOOL IMPROVEMENT WORK**





### HOW MUCH TIME DOES IT TAKE?

*Creating a timeline for doing the continuous school improvement work might take two hours of adjusting and organizing the school year schedule.*

### REFLECTION QUESTIONS

1. Why is a timeline for continuous school improvement important to a school?
2. What type of work can be done by a team, and what type of work must be done by the entire staff?

### APPLICATION OPPORTUNITIES

1. Create a timeline for your school to do this work of continuous school improvement. Who is going to lead the work? (Use the *Timeline for Continuous School Improvement Work*, Appendix T.)